

Idaho Foundation Standards for School Administrators

All school administrators, including principals, special education directors, and superintendents, must meet the following Idaho Foundation Standards for School Administrators.

Standard 1: Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of ~~all~~each students and staff ~~member~~by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Knowledge

1. The administrator understands that ~~all~~each students can learn and that varied and data-informed learning goals are an important part of the process.
2. The administrator understands the principles of developing and implementing strategic plans.
3. The administrator understands systems theory and its application to educational settings.
4. The administrator knows effective individual and group communication skills.
5. The administrator knows group leadership and decision-making skills.
6. The administrator knows team-building, coaching, mediation, negotiation, and consensus-building skills.

Disposition

1. The administrator is committed to the belief that ~~all~~each students can learn and develop the knowledge, skills, and values needed to become a successful adults.
2. The administrator recognizes the importance of acting with empathy, respect, and caring for all.
3. The administrator appreciates high standards of learning.
4. The administrator is committed to modeling lifelong learning and creating a community of lifelong learners.
5. The administrator is committed to continuous school improvement.
6. The administrator recognizes the importance of participation ~~by~~with all stakeholders of the school community.

7. The administrator is committed to actively reflecting on assumptions, beliefs, and practices.
8. The administrator is committed to team building, coaching, mediation, negotiation, and consensus building.

Performance

1. The administrator facilitates processes and engages in activities that create a shared vision and mission ~~and communicates and models such to all stakeholders~~ with all stakeholders.
2. The administrator uses effective individual and group communication skills.
- 2.3. The administrator engages others to ensure that a clearly articulated strategic plan is implemented, monitored, evaluated, and revised.
- 3.4. The administrator ~~recognizes~~ acknowledges the contributions of the school community to the realizations of the vision and mission.
- 4.5. The administrator ~~develops a budget and~~ seeks other and allocates resources to support the strategic plan ~~(e.g., grant funds and community support)~~.
5. ~~The administrator uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school improvement and increasing student achievement.~~
6. ~~The administrator engages others in an ongoing process of monitoring, evaluating, and revising the vision, mission, and strategic plan.~~
- 7.6. The administrator models professional growth, ~~and investigates~~ and supports the professional ~~wellness and~~ growth of the community of learners.
- 8.7. The administrator makes decisions through the application of systems theory.
8. The administrator uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school improvement and increasing student achievement.
9. The administrator demonstrates and encourages strategies to facilitate the improved learning of individual each students ~~when intervention is necessary~~.
- 10.10. The administrator ~~acts on the belief~~ ensures that each student ~~belongs within is~~ educated in an appropriate and the least restrictive learning environment.
11. The administrator practices team building, coaching, mediation, negotiation, and consensus building.

Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of ~~all~~ each -students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

1. The administrator understands how to enhance school culture and instructional programs through ~~school~~-research, best practice, and curriculum design.
2. The administrator knows how to develop and implement a standards-based curriculum that aligns with assessment.
- ~~3. The administrator understands the scope and sequence of school curriculum.~~
- ~~4.3. The administrator understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management ~~models~~.~~
- ~~5. The administrator understands differentiated instruction and knows that it provides for classroom accommodation and modification.~~
- ~~6.4. The administrator understands ~~the needs~~, student growth, and development ~~of students~~.~~
- ~~7.5. The administrator understands ~~measurement~~, the effective use of evaluation, and assessment and evaluation.~~
- ~~8.6. The administrator understands adult learning and professional development ~~models~~.~~
- ~~7. The administrator understands ~~and the~~ change processes ~~es~~ for systems, organizations, and individuals.~~
- ~~9.8. The administrator knows how to effectively use instructional supervision, evaluation, ~~remediation~~, and due process.~~
- ~~10.9. The administrator understands community diversity and its ~~meaning for influence on~~ educational ~~programs within the school~~.~~
- ~~11.10. The administrator understands the essential role of technology in ~~promoting student learning, professional growth, adaptive education, and school success~~ education.~~
- ~~12.11. The administrator understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.~~

Disposition

1. The administrator ~~appreciates~~ is committed to a standards-based education ~~and diverse educational perspectives.~~
2. The administrator is committed to fostering and promoting instructional excellence throughout the school community.
3. The administrator recognizes professional development as an integral part of instructional excellence.
4. The administrator values proactive coaching and supervision ~~and diagnosis~~ that assures quality instruction for ~~all~~ students.
5. The administrator is committed to a safe, supportive, and stimulating engaging learning environment.
6. The administrator ~~values~~ is committed to lifelong learning for self and others.
- ~~7. The administrator recognizes student learning as the fundamental purpose of schooling and that all students can learn.~~
- ~~8.7.~~ The administrator recognizes the importance of integration of content knowledge across the curriculum.
- ~~9.8.~~ The administrator appreciates the variety of ways in which students can learn.
- ~~10.9.~~ The administrator appreciates the benefits and opportunities that diversity brings to the school community ~~and recognizes the challenges presented.~~
- ~~11.10.~~ The administrator recognizes the importance of preparing students to be contributing members of society.
- ~~12.11.~~ The administrator recognizes the importance of providing a broad-based co-curricular and extracurricular program.
- ~~13. The administrator respects the content knowledge and skills of the school learning community.~~

Performance

1. The school administrator oversees the development, implementsation, evaluatesion, and refinesment of curriculum and assessment based on research, best practice, teacher expertise, student and community needs, and state and national curriculum standards.
2. The administrator promotes a culture of high expectations and lifelong learning for self, students, and staff ~~performance.~~

3. The administrator promotes a school environment in which the responsibilities and contributions of ~~each individual are acknowledged and all~~ students, parents/guardians, and staff members feel *are* valued ~~and important~~.
4. The administrator promotes effective and innovative research-based instructional strategies.
5. The administrator researches ~~and draws from~~ a variety of information sources to make ~~the~~ decisions that organize and align the school for success.
6. The administrator ~~provides multiple opportunities for learning and~~ reduces barriers through proactive identification, clarification, and resolution of problems.
- ~~7. The administrator develops programs based on the needs, growth, and development of the students.~~
- ~~8. The administrator assesses student learning and school culture and climate using a variety of techniques. The administrator uses data to monitor student achievement.~~
- ~~9. The administrator models and encourages lifelong learning and promotes professional development that is focused on student learning and is consistent with the school vision and goals.~~
- ~~10. 7. The administrator proactively supervises, evaluates, and assists teachers with their own remedial instructional needs using multiple sources of information regarding performance and a variety of supervision and evaluation models.~~
- ~~11. 8. The administrator creates a learning environment that recognizes the contributions and addresses the challenges of diversity.~~
- ~~12. 9. The administrator personally uses and promotes technology to advance student learning, accommodate student needs, professional development, adaptive education, and overall school success.~~
- ~~13. 10. The administrator actively participates in professional organizations.~~
- ~~14. 11. The administrator promotes instructional goals and objectives that integrate academic, co-curricular, and extracurricular programs.~~
- ~~15. 12. The administrator effectively uses the content knowledge and skills of the school learning community.~~

Standard 3: Management and Organizational Leadership - A school administrator is an educational leader who promotes and manages a safe, efficient, and effective

learning ~~environment, and manages the~~ organization, ~~operations, and resources~~ for the success of all each-students.

Knowledge

1. The administrator understands organizational theories ~~and models of organizations and principles of organizational development~~.
2. The administrator understands operational policies and procedures ~~that impact the school and district~~.
3. The administrator knows school safety and security principles and issues ~~relating to school safety and security~~.
4. The administrator understands human resources management ~~and development (e.g., recruitment, mentoring, supervision, and evaluation of personnel)~~.
5. The administrator knows sound fiscal operations principles and issues ~~relating to sound fiscal operations of school management~~.
6. The administrator knows school facilities and use of space principles and issues ~~relating to school facilities and use of space~~.
7. The administrator understands legal issues impacting personnel, management, and operations.
8. The administrator understands which current technologies ~~on the market can that~~ effectively support management functions.
9. The administrator understands principles and procedures of problem solving, conflict resolution, and group processes.

Disposition

1. The administrator is committed to improving ~~the~~ educational opportunities for students through data-driven, research-based change.
2. The administrator appreciates input from stakeholders related to enhancing learning and teaching.
3. The administrator is committed to accepting responsibility for personal and group decisions ~~and his or her own decisions~~.
4. The administrator is committed to creating and maintaining a safe environment ~~for students and staff~~ conducive to learning.
5. The administrator is committed to ~~the~~ equitable allocation of resources to ~~best~~ meet student needs educational goals.

Performance

1. The administrator uses knowledge of learning, teaching, and student development in making management decisions based on current, valid research.
2. The administrator designs and manages operational and organizational procedures ~~that~~two maximize opportunities for successful learning.
3. The administrator uses and actively promotes problem-solving and conflict management skills and strategies that foster positive ~~student and teacher~~ educational outcomes.
4. The administrator uses ~~an understanding~~ knowledge of collective bargaining and other contractual agreements.
5. The administrator implements and monitors high-quality standards, ~~establishes expectations, and continually monitors those standards, expectations, and related performances related to management performances.~~
6. The administrator ~~supervises~~ manages the operations, school facilities, equipment, and support ~~services~~ operations to ~~providing for a safe, clean, and aesthetically pleasing learning an~~ environment conducive to learning.
7. The administrator involves stakeholders in shared ~~decisions-making affecting schools for shared responsibility, ownership, and accountability.~~
8. The administrator recognizes potential problems and opportunities and acts on them in a timely manner.
9. The administrator uses effective communication skills ~~(e.g., problem framing, problem solving, conflict resolution, group processes, consensus building, and advocacy for students and staff).~~
- ~~10.~~10. The administrator aligns all resources, using ~~the most~~ appropriate technology to maximize attainment of school and organizational goals.
- ~~11.~~ 11. The administrator implements ~~appropriate~~ records management that meets ~~all~~ confidentiality and documentation requirements.
- ~~12.~~12. The administrator facilitates recruitment, mentoring, coaching, supervision, and evaluation of personnel to ~~fulfill~~ accomplish the goals of the school and district.

Standard 4: Family and Community Partnerships - A school administrator is an educational leader who promotes the success of all each students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

1. The administrator understands emerging issues and trends ~~that~~ impacting families, school, and community.
2. The administrator ~~understands~~ knows ~~available community~~ resources available in the community.
3. The administrator understands ~~community-public~~ relations, successful partnerships, and marketing strategies.
4. ~~The administrator understands successful partnership models in a variety of areas (e.g., school, family, business, community, government, and higher education).~~

Disposition

1. The administrator is committed to schools operating as an integral part of the larger community ~~(e.g., business, political, advocacy groups, and service agencies and organizations)~~.
2. The administrator recognizes the importance of an informed and engaged public.
3. The administrator recognizes the importance of involving ~~families and other~~ stakeholders in school decision-making processes.
4. The administrator recognizes the value of diversity within the school setting.
5. The administrator is committed to families as partners in the education of their children.

Performance

1. The administrator develops relationships with community leaders through visibility and involvement within the larger community ~~(e.g., business, political, advocacy groups, and service agencies and organizations)~~.
2. The administrator ~~gathers and~~ uses relevant information about family and community concerns, expectations, and needs.
3. The administrator facilitates opportunities between the school and community to share resources.
4. The administrator establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
5. The administrator integrates community and youth/family services with school programs.

6. The administrator facilitates activities that recognize and value diversity within the family, community, school, and district.
7. The administrator develops and maintains a comprehensive program-network of community and media connections.
8. The administrator models and supports the use of collaborative skills ~~and provides opportunities for staff to develop and use collaborative skills.~~

Standard 5: Professional and Ethical Leadership - The school administrator is a professional, who demonstrates personal and professional values, ethics, and integrity.

Knowledge

1. The administrator understands the ~~varied~~ purposes of education.
2. The administrator understands the ~~varied~~ roles of leadership.
3. The administrator understands ~~various~~ ethical frameworks and perspectives.
4. The administrator understands the diverse values of a community.
5. The administrator understands the value of diversity within the school.
- ~~5.6.~~ The administrator knows the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.
- ~~6. The administrator understands the value of diversity within the school.~~

Disposition

1. The administrator appreciates the significance of the community in nurturing the lives of all students.
2. The administrator appreciates the principles in the Bill of Rights.
3. The administrator is committed to the right of every student to a quality education.
4. The administrator recognizes the importance of bringing ethical principles to the decision-making process.
5. The administrator is committed to demonstrating servant leadership ~~throughout the school organization.~~
6. The administrator is committed to fair and consistent actions that comply with school policy.

~~7. The administrator is committed to using his or her influence constructively and productively in the service of all students and their families.~~

~~8.7.~~ The administrator values a caring school-~~climate~~ community.

Performance

1. The administrator behaves in a manner consistent with the values, beliefs, and attitudes that inspire others to higher levels of performance.
2. The administrator demonstrates responsibility for the learning of each student.
3. The administrator demonstrates sensitivity regarding the impact of administrative practices on others.
4. The administrator demonstrates appreciation for and sensitivity to the diversity in the school community.
5. The administrator ~~practices~~ adheres to the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.
6. The administrator requires ethical, professional behavior in others.
7. The administrator interacts with all individuals with consistency, fairness, dignity, and respect.
8. The administrator implements appropriate policies and facilitates procedures to protect individual rights.

Standard 6: Governance and Legal Leadership - A school administrator is an educational leader who promotes the success of ~~all~~ each ~~students~~ by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge

1. The administrator understands the role of public education in developing and renewing a democratic society and an economically productive nation.
2. The administrator knows principles of representative governance that underpin the system of American-~~schools~~ education.
3. The administrator understands the political, social, cultural, and economic systems and processes that support and impact-~~schools~~ education.
4. The administrator understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of-~~schooling~~ education.

5. The administrator understands global issues affecting teaching and learning.
6. The administrator understands the dynamics of policy development and advocacy under a democratic political system.
7. The administrator understands the importance of diversity and equity in a democratic society.
8. The administrator knows the law as related to education.
9. The administrator understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

Disposition

1. The administrator ~~recognizes~~ is committed to maintaining the importance of a continuous dialogue with stakeholders and ~~other~~ decision-makers affecting education.
2. The administrator ~~recognizes the importance of~~ is committed to active participation in the political and policy-making context of education.

Performance

- ~~1.1.~~ The administrator facilitates and engages in activities to shape public policy in order to enhance education.
- ~~2.2.~~ The administrator facilitates ~~processes to communicate~~ ation with the school community concerning trends, issues, and potential forces affecting ~~teaching and learning~~ education.
- ~~3.3.~~ The administrator engages representatives of diverse community groups in ~~an~~ ongoing dialogue.
- ~~4.4.~~ The administrator develops lines of communication with decision-makers outside of the school community.
- ~~5.~~ ~~The administrator uses effective leadership models and strategies.~~
- ~~6.5.~~ The administrator ~~creates~~ facilitates a governance system to meet local needs within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
- ~~7.6.~~ The administrator ~~demonstrates respect for and monitors~~ adherence to the law and district policies.
- ~~7.~~ The administrator ~~creates and~~ implements appropriate policies and facilitates procedures to protect student rights and improve student opportunities for success.

Idaho Standards for School District Superintendents

In addition to the standards listed here, school district superintendents must meet Idaho Foundation Standards for School Administrators.

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge

1. The superintendent understands the dynamics of systemic change within ~~the~~ school districts.
2. The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.
3. The superintendent knows the breadth of P-12 curriculum and instructional programs.
4. The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
5. The superintendent understands how to facilitate processes and activities to establish and maintain a positive relationship with the board of trustees, an effective and efficient governance structure for school districts.
6. The superintendent knows the role of local ~~and~~ regional, state, national and international partnerships in the development of educational opportunities and support services for students.
7. The superintendent understands the district's role in and responsibility for employee induction, ~~and~~ career development, and enhancement.
- ~~10.8.~~ The superintendent understands the organizational complexity of school districts.
9. The superintendent ~~knows the importance of coordinating districtwide employee activities~~ understands the dynamics of collective bargaining, mediation, arbitration, and contract management.
10. The superintendent knows the importance of districtwide policy development and effective implementation.

Disposition

1. The superintendent is committed to fostering systemic improvement within ~~the~~ school districts.
2. The superintendent is committed to P-12 curriculum and instructional programs designed to improve achievement for each student in ~~the~~ school districts.
3. The superintendent recognizes the importance of providing for school facilities, personnel, support services, and effective instructional programs.
4. The superintendent appreciates the importance of establishing and maintaining an positive relationship with the board of trustees effective and efficient governance structure for school districts.
5. The superintendent is committed to creating and sustaining local, ~~and~~ regional, state, national, and international partnerships.
6. The superintendent recognizes the importance of the induction, ~~and~~ career development, and enhancement of all school district personnel.
7. The superintendent is committed to the challenges of complex organizations.
8. The superintendent is committed to ~~empowering people~~ promoting collaboration and dispute resolution.
9. The superintendent recognizes the importance of a system for policy development and implementation to carry out goals of ~~the~~ school districts.
10. The superintendent is committed to developing and monitoring a budget to support the educational goals of school districts.

Performance

1. The superintendent promotes districtwide innovation and change through the application of a systems approach.
- ~~2. The superintendent expands school and districtwide organizational, educational partnerships for improved student learning and success.~~
- ~~3.2.~~ The superintendent accepts responsibility and promotes strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.
- ~~4.3.~~ The superintendent accepts responsibility for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

5.4. The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts ~~a positive relationship with the board of trustees.~~

6.5. The superintendent fosters, creates, and sustains local, ~~and regional,~~ state, national, and international partnerships as needed to enhance the opportunities for all learners.

7.6. The superintendent creates a system by which all employees have opportunities to seek career ~~advancement~~ development and enhancement.

8.7. The superintendent advises the board of trustees on legal, ~~and ethical,~~ and current educational issues ~~in education.~~

9.8. The superintendent works effectively within the organizational complexity of school districts.

~~10. The superintendent fosters a governance structure that effectively coordinates employees to carry out activities of the school district.~~

11.9. The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.

Idaho Standards for Special Education Directors

In addition to the standards listed here, special education directors must meet Idaho Foundation Standards for School Administrators.

Standard 1: Visionary and Strategic Leadership- Visionary and Strategic Leadership -
A school administrator is an educational leader who promotes the success of ~~all~~each students and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Knowledge

1. The special education director understands the concept and best practices of least restrictive environment.
2. The special education director understands the importance of post-school outcomes and articulating the a full range of services and supports for students with disabilities from preschool through post-school outcomes ages three to twenty-one to maximize their potential.
3. The special education director understands the importance of collaboration to provide general education interventions.

Disposition

1. The special education director recognizes that students with special-needs-disabilities should-must be educated with their peers in general education environments as appropriate.
2. The special education director recognizes the importance of opportunities for learning occurring ing in varied environments.
3. ~~The special education director recognizes that students with disabilities are first and foremost general education students.~~

Performance

1. The special education director shares-collaborates with community, staff, and students to explain and implement the concepts and goals of best practice and-in the least restrictive environment ~~with the community, staff, and students.~~
2. The special education director participates in district planning processes.

Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of ~~all~~each students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

1. The special education director knows instructional and behavioral strategies for meeting the needs of special populations.
2. The special education director knows how to plan, write, implement, and access Individual Education Programs.
3. The special education director understands the role of assistive and adaptive technology and related services in instruction.
4. The special education director understands community-based instruction and experiences for students.
5. The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.

Disposition

1. The special education director values the importance of individualized instruction in the least restrictive environment and supportive services.
2. The special education director ~~understands-recognizes~~ the importance of the general education process for all students and wants to enhance cooperation among staff members.

Performance

1. The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as ~~directing-allocating the~~ appropriate resources.
2. The special education director ensures that data is used to provide appropriate individualized educational programs, and supports, and develops and implements services ~~are developed and implemented~~ in school and community environments.
3. The special education director ensures the fulfillment of federal and state ~~mandates requirements related to the instruction of students with special needs to provide opportunities for staff members, including paraprofessionals, and parents/guardians to be trained in and informed about meeting the instructional and behavioral needs of special populations.~~

Standard 3: Management and Organizational Leadership - A school administrator is an educational leader who promotes and manages a safe, efficient, and effective learning environment, ~~and manages the organization, operations, and resources~~ for the success of all- each students.

Knowledge

1. The special education director knows about instruction, school activities, and environments ~~that meet to increase program accessibility for individual~~ students with special needs ~~(e.g., building, classroom, and program accessibility)~~.
2. The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.
3. The special education director understands how to advocate for and access resources to meet the needs of staff, ~~and~~ students, and parents, and to facilitate their effective participation.
4. The special education director understands the use of technology in referral processes, IEP development, and records management.

Disposition

1. The special education director recognizes that all instruction, activities, and school environments ~~should~~ must be accessible to special populations.
2. The special education director appreciates the concepts and ideals that ~~underlie~~ provide the foundation for special education.
3. The special education director is committed to advocating for adequate resources to meet staff, ~~and~~ student, and parent needs.

Performance

1. The special education director advocates for and implements instruction, activities, and school environments that are accessible to special populations.
2. The special education director implements the special education processes and procedures required by federal, state and school district policies.
3. The special education director advocates for, seeks, and directs resources to meet staff, ~~and~~ student, and parent needs.
4. The special education director facilitates the use of technology to meet staff, student, and parent needs.